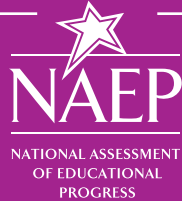


# Measure Up

NAEP NEWS FOR THE SCHOOL COMMUNITY



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## NAEP 2013 MATHEMATICS AND READING RELEASE

This fall, The National Assessment of Educational Progress (NAEP) 2013 mathematics and reading results will be released as the Nation's Report Card. Results will be available for states and select urban districts. Like NAEP on Facebook or follow NAEP on Twitter to stay informed when the 2013 results are released.

Mathematics and reading were most recently assessed in 2011.

- How did your state or urban district perform in the 2011 reading assessment? [Find your state or district Snapshot Report.](#)
- How many hours of mathematics instruction do your students receive in a typical week? Find out how teachers in your state or urban district [answered this question](#) in the 2011 mathematics assessment.

## WHAT'S HAPPENING IN THE WORLD OF NAEP?

### APRIL 2013

NAEP 2012 economics assessment results released for grade 12

### SPRING AND SUMMER 2013

NAEP 2013 assessments were scored in scoring centers across the country

### FALL 2013

State- and district-level NAEP 2013 mathematics and reading results released for grades 4 and 8

## WINTER 2014 – ASSESSMENT SCHEDULE

- Grade 4: Science Pilots
- Grade 8: Civics, Geography, U.S. History, Technology and Engineering Literacy, and Science Pilots
- Grade 12: Science Pilots



For more information about NAEP, visit:  
<http://nces.ed.gov/nationsreportcard>

Find us on:



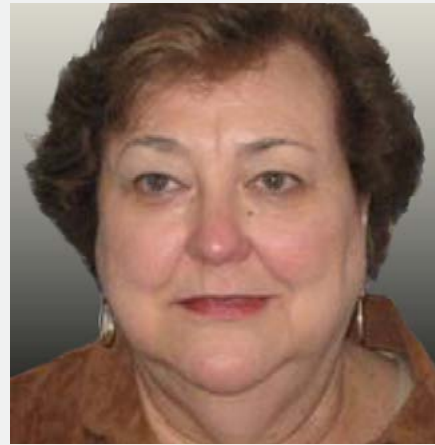
## NAEP BEHIND THE SCENES

*This new feature will share insights from people who work behind the scenes to make NAEP the gold standard among assessments. Our first article comes from Brenda Ennis, a NAEP field director based in North Carolina. Field directors oversee a large team of field staff (field managers, field supervisors, assessment coordinators, and assessment administrators) and ensure that the NAEP assessment runs smoothly and uniformly in all states across the country.*

"I came to NAEP in 1985 after 11 years teaching language arts, journalism, and public speaking to junior high students and intended to stay only for one round as a supervisor. Here it is more than 25 years later and I'm still with NAEP. During that time, I've seen NAEP grow from reporting data only for a national sample to reporting state-specific data from 50 states and other jurisdictions; from paper and pencil administrations only to interactive hands-on and computer-based assessments; and – for state NAEP – from school staff administration to contractor administration in response to feedback from school coordinators. I have great respect for those school coordinators and other staff members who make time in their busy and challenging schedules to receive NAEP staff so graciously and to do everything in their power to ensure the validity of assessments in their schools.

One of my most pleasurable roles is working with NAEP State Coordinators who work closely with school staff to oversee NAEP activities in each state. I also oversee the staff who recruit and work with private schools that fall into NAEP samples. I feel fortunate indeed to have found my way to NAEP."

*Brenda Ennis, NAEP Field Director*



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# 2014 GRADE 8 TECHNOLOGY AND ENGINEERING LITERACY (TEL) ASSESSMENT

From January to March 2013, a nationally representative sample of grade 8 students participated in the TEL pilot. The results from this pilot were used to prepare for the upcoming TEL assessment in 2014.

The NAEP TEL assessment will be administered on computers to a sample of 20,000 eighth-grade students between January 27 and March 7, 2014. Thirty students at each school will be selected to participate. The assessment will be administered in two sequential sessions of approximately 15 students each.

Students will spend up to 120 minutes completing the assessment, including transition time and directions. The assessment contains problem-solving tasks based on interactive scenarios reflecting realistic situations, and multiple-choice and short-answer questions.

Students will also be asked to complete a questionnaire that aims to get a better understanding of their opportunities to learn about technology and engineering both inside and outside the classroom.

Your NAEP State Coordinator, NAEP representatives, and school staff will work together to coordinate and administer the assessment. NAEP representatives will bring all necessary materials, including laptop computers and earbuds, to the school on assessment day. Schools will only need to provide rooms, desks or tables, and access to electrical outlets; schools do not have to provide Internet access.

Additional resources will be available on the NCES website this fall. Check back to the [TEL page](#) for the latest updates.

[Learn more about the TEL assessment.](#)



[Try a TEL sample task!](#)



## CIVICS, GEOGRAPHY, AND U.S. HISTORY

Students in grades 4, 8, and 12 participated in the 2010 NAEP civics, geography, U.S. history assessments. At each grade, students responded to questions designed to measure their knowledge of these subjects.

The NAEP civics assessment was designed to measure students' knowledge of civics, intellectual and participatory skills, and civic dispositions. The NAEP geography assessment was designed to measure students' knowledge of geography in the context of space and place, environment and society, and spatial dynamics and connections. The U.S. history assessment was designed to measure their knowledge of U.S. history in the contexts of democracy, culture, technological and economic changes, and our nation's changing world role.

Explore sample questions from the [civics](#), [geography](#), and [U.S. history](#) assessments and see how the questions relate to student performance.

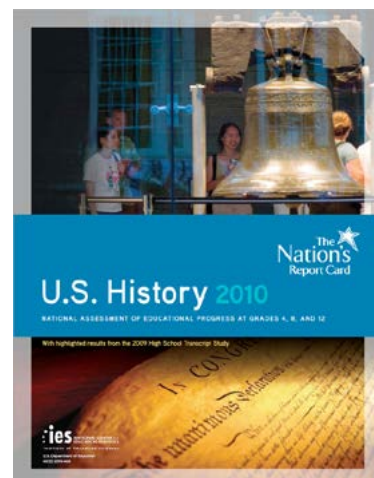
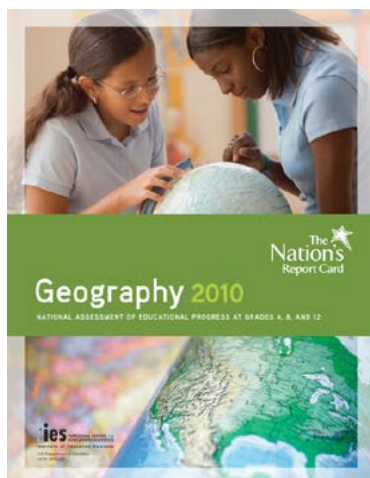
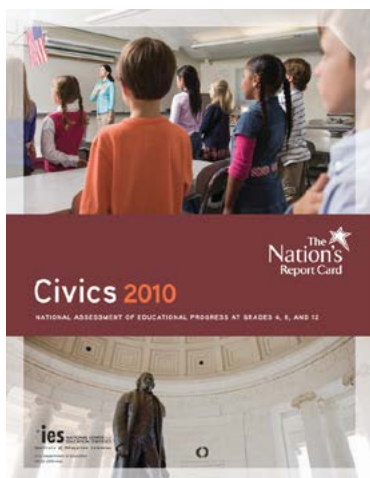
View questions released from the [civics](#), [geography](#), and [U.S. history](#) in the NAEP Questions Tool.

Download the 2010 frameworks for [civics](#), [geography](#), and [U.S. history](#).

See what students at each achievement level are likely to know and can do by viewing the item maps for [civics](#), [geography](#), and [U.S. history](#).

From January 27 through March 7, 2014, NAEP will assess eighth-grade students in civics, geography, and U.S. history.

Download each of the Nation's Report Cards below for more information about civics, geography, and U.S. history.





# NAEP 2012 ECONOMICS RESULTS RELEASE

A nationally representative sample of 10,900 twelfth-graders participated in the 2012 NAEP in economics, which is designed to measure students' understanding of how economics and markets work, the benefits and costs of economic interaction and interdependence, and the choices people make regarding limited resources.

## CONTENT AREAS

The economics assessment covers three main content areas. The percentage of assessment time devoted to each of the areas is shown in parentheses.

- Market economy—addresses how individuals and businesses make economic choices as buyers and sellers in the marketplace (45 percent).
- National economy—examines the overall conditions in the U.S. economy (40 percent).
- International economy—explores how national economies interact with one another (15 percent).

## RESULTS

- The percentage of students performing at or above *Basic* was greater in 2012 than in 2006.
- The percentages of students at or above *Proficient* and at *Advanced* did not change significantly in comparison to 2006.
- There was no significant change in the overall average economics score of twelfth-grade students from 2006 to 2012.
- In 2012, male students scored six points higher on average than female students, which was not significantly different from the gender gap in 2006.
- White and Asian/Pacific Islander students scored higher than Black, Hispanic, and American Indian/Alaska Native students in both 2006 and 2012.
- Hispanic students scored higher in 2012 than in 2006, while there were no significant changes for other racial/ethnic groups.

## ACHIEVEMENT LEVELS

Achievement levels are performance standards showing what students should know and be able to do. NAEP results are reported as percentages of students performing below the *Basic* level, at or above the *Basic* and *Proficient* levels, and at the *Advanced* level.

- *Basic* denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.
- *Proficient* represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.
- *Advanced* represents superior performance.

The percentage of students performing at or above *Basic* was greater in 2012 than in 2006.



# ECONOMICS RELEASE

## WHAT TWELFTH-GRADERS KNOW AND CAN DO IN ECONOMICS

The item map below shows how students perform at different levels on the NAEP economics scale [0-300]. The scale scores on the left represent the scores for students who were likely to get items correct (in the case of a multiple-choice question) or who provided a response in the top-rated category (in the case of a constructed-response question). Read more about [multiple-choice and constructed-response](#) questions.

The cut score at the lower end of the range for each achievement level is shown in the left column. The descriptions indicating what students needed to do to answer selected questions correctly are listed on the right, along with the corresponding content area. For example, the item map shows that students performing at the *Basic*

level with a score of 153 were likely to be able to identify a factor in the marketplace that affects the price of goods. Students performing at the *Proficient* level with a score of 169 were likely to be able to provide a complete analysis of how competition among entrepreneurs fosters innovation and economic growth. Students performing at the *Advanced* level with a score of 247 were likely to be able to calculate the real interest rate given the current interest rate and the rate of inflation.

You can learn more about the knowledge and skills demonstrated by twelfth-grade students who participated in the NAEP economics assessment by using the [interactive NAEP item map](#). Learn more about [how to read item maps](#).

## GRADE 12 NAEP ECONOMICS ITEM MAP

	Scale score	Content area	Question description
<i>Advanced</i>	300 // 279	<b>International economy</b>	Provide a superior analysis of issues related to the imposition of a tariff (see pages 28 and 29)
	264	<b>Market economy</b>	Identify and explain how a change in the price of a produce affects quantity demanded (see pages 22 and 23)
	247	<b>National economy</b>	Calculate the real interest rate given the current interest rate and the rate of inflation
	226	<b>Market economy</b>	Identify a public policy recommendation that is based on an appropriate cost-benefit analysis
	224	<b>International economy</b>	Provide a complete analysis of factors influencing differences in GDP growth rates between countries
	220	<b>National economy</b>	Identify an action to increase the money supply in the United States
	219	<b>National economy</b>	Identify two economic costs of unemployment (see pages 26 and 27)
	213	<b>International economy</b>	Identify how a change in the value of a currency affects imports and exports
	208		
<i>Proficient</i>	207	<b>National economy</b>	Recognize the consumer price index as a measure of inflation
	200	<b>Market economy</b>	Identify an example of an opportunity cost (see page 24)
	199	<b>Market economy</b>	Identify a form of business organization associated with given characteristics
	193	<b>International economy</b>	Identify the effect of changes in the U.S. economy on imports and exports
	188	<b>National economy</b>	Determine the result of changes in money supply versus changes in other economic factors
	182	<b>International economy</b>	Identify a way in which economic growth can reduce a nation's poverty level and increase its standard of living (see page 30)
	169	<b>Market economy</b>	Provide a complete analysis of how competition by entrepreneurs creates innovation and economic growth
	163	<b>Market economy</b>	Identify the effect of a price control upon the quantity of a product demanded
	160		
<i>Basic</i>	158	<b>National economy</b>	Provide a complete analysis of an advantage and a disadvantage of a resource allocation system
	153	<b>International economy</b>	Identify a factor associated with differences in growth rates between countries
	153	<b>Market economy</b>	Identify a factor in the marketplace that affects the price of goods
	152	<b>National economy</b>	Identify the impact of an increase in consumer spending upon employment (see page 25)
	141	<b>Market economy</b>	Recognize an action of government that protects property rights
	133	<b>International economy</b>	Identify a result of voluntary trade between countries
	125	<b>Market economy</b>	Identify a trait of a market economy
	123		
	103	<b>Market economy</b>	Identify the equilibrium price of a product from a supply and demand graph
	94 // 0	<b>National economy</b>	Identify the term describing changes in an economy

NOTE: Regular type denotes a constructed-response question. Italic type denotes a multiple-choice question. The position of a question on the scale represents the scale score attained by students who had a 65 percent probability of successfully answering a constructed-response question, or a 74 percent probability of correctly answering a four-option multiple-choice question. For constructed-response questions, the question description represents students' performance rated as completely correct. Scale score ranges for economics achievement levels are referenced on the map.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2012 Economics Assessment.

## ECONOMICS SAMPLE QUESTION

Which of the following best describes an opportunity cost for a student who chooses to quit a full-time job to go to college?

- ☐ A Paying state and federal income tax
- ☐ B Having a higher level of education
- ☒ C Giving up current wages and benefits
- ☐ D Paying for housing and meals

The multiple-choice question above measures students' understanding about choices that individuals make in an economy. Since productive resources in an economy are limited, individuals must decide between various alternatives when determining which goods and services to consume. This question focuses on the application of the economic concept of opportunity costs—that is, the cost of passing up the next best choice when making a

decision. Forty-three percent of twelfth-graders understood the definition of opportunity cost in this situation as the value of the best alternative given up by a student who chooses to leave the labor force in order to attend college (Choice C). Choices A and D are incorrect because they represent irrelevant factors and do not describe the value of the best alternative that a student would give up in this situation. Choice B is

### PERCENTAGE OF TWELFTH-GRADE STUDENTS IN EACH RESPONSE CATEGORY: 2012

Choice A	Choice B	Choice C	Choice D	Omitted
5	45	43	7	#

#Rounds to zero.

NOTE: Detail may not sum to totals because of rounding.

incorrect because it describes a benefit that the student would receive as a result of attending college but does not describe an opportunity cost. Find more sample questions and student responses using the [NAEP Questions Tool](#).

The table below shows the percentage of twelfth-grade students within each achievement level who answered this question correctly.

For example, 34 percent of students at the *Basic* level selected the correct answer choice.

### PERCENTAGE OF TWELFTH-GRADE STUDENTS RESPONDING CURRENTLY AT EACH ACHIEVEMENT LEVEL: 2012

Overall	Below Basic	At Basic	At Proficient	At Advanced
43	27	34	56	‡

‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.

For more information about the NAEP economics assessment, check out the [economics framework and a summary of the assessment measures](#).

## ONLINE RESOURCES

### NAEP 2013 Mathematics and Reading Release

**Find your state or district Snapshot Report.**

[http://nationsreportcard.gov/reading\\_2011](http://nationsreportcard.gov/reading_2011)

**Find out how teachers in your state or urban district answered this question in the 2011 mathematics assessment.**

[http://nationsreportcard.gov/math\\_2011/context\\_1.aspx](http://nationsreportcard.gov/math_2011/context_1.aspx)

**For more information about the NAEP economics assessment, check out the economics framework and a summary of the assessment measures.**

<http://nces.ed.gov/nationsreportcard/economics/whatmeasures.aspx>

### 2014 Grade 8 Technology and Engineering Literacy (TEL) Assessment

**Learn more about TEL**

<http://nces.ed.gov/nationsreportcard/tel>

### Civics, Geography, and U.S. History

**What questions are used in the NAEP civics assessment?**

[http://nationsreportcard.gov/civics\\_2010/sample\\_quest.aspx](http://nationsreportcard.gov/civics_2010/sample_quest.aspx)

**What questions are used in the NAEP geography assessment?**

[http://nationsreportcard.gov/geography\\_2010/sample\\_quest.aspx](http://nationsreportcard.gov/geography_2010/sample_quest.aspx)

**What questions are used in the NAEP U.S. history assessment?**

[http://nationsreportcard.gov/ushistory\\_2010/sample\\_quest.aspx](http://nationsreportcard.gov/ushistory_2010/sample_quest.aspx)

### Economics Release

**Read more about multiple-choice and constructed response questions.**

[http://nces.ed.gov/nationsreportcard/contracts/item\\_score.asp](http://nces.ed.gov/nationsreportcard/contracts/item_score.asp)

**Learn more about how to read item maps.**

[http://nces.ed.gov/nationsreportcard/itemmaps/more\\_about\\_itemmaps.asp](http://nces.ed.gov/nationsreportcard/itemmaps/more_about_itemmaps.asp)

**Find sample questions and student responses using the NAEP Questions Tool.**

<http://nces.ed.gov/nationsreportcard/itmrlsx/landing.aspx>

### What's Happening in the World of NAEP?

**2013-2014 National and International Assessment Activities**

[http://nces.ed.gov/nationsreportcard/subject/about/pdf/2013\\_2014\\_nces\\_national\\_and\\_international\\_assessment\\_activities\\_schedule.pdf](http://nces.ed.gov/nationsreportcard/subject/about/pdf/2013_2014_nces_national_and_international_assessment_activities_schedule.pdf)

**Information for Selected Schools**

<http://nces.ed.gov/nationsreportcard/about/schools.aspx>

